



## Core Focus

- Introducing and using the subtraction symbol (-)
- Matching representations for 14 to 19
- Drawing and joining 2D shapes

## Subtraction

- Students focus on developing their understanding and skill with addition and subtraction. Learning subtraction facts and subtracting large numbers will come later once students understand the concept of subtraction.
- Deep understanding of subtraction is built through acting out subtraction stories, drawing pictures to represent subtraction, and writing number sentences to match subtraction stories and pictures.

**10.1 Introducing the Subtraction Symbol (-)**

Cross out the number of balls that roll away. Then complete the subtraction sentence.

a. 2 balls roll away.

$8 - 2 = \square$

b. 3 balls roll away.

$\square - \square = \square$

In this lesson, students write number sentences using the subtraction symbol to record take-away subtraction stories.

- Students learn and begin to use the subtraction symbol (-), connecting it to their own words such as “fly away,” “roll away,” “cross out,” and “cover.”
- Students continue to focus on “take away” subtraction stories as these are the most familiar. They see that the starting number is the **total**, the number taken away is **part** of the total, and the number left is the other **part**.

**10.2 Using the Subtraction Symbol**

Write the subtraction sentence to match the picture.

a.

$4 - 1 = \square$

b.

$\square - \square = \square$

In this lesson, students write number sentences using symbols to describe take-away subtraction stories.

## Ideas for Home

- Children love to act out and tell stories. Use some of your child’s favorite things to feature in subtraction stories. Look for ways to make the stories active — the items walk away, fly away, get eaten, get lost, etc. Have your child write the matching number sentences, including using the subtraction symbol and equal symbol.

## Glossary

- Students match **subtraction sentences** to pictures.

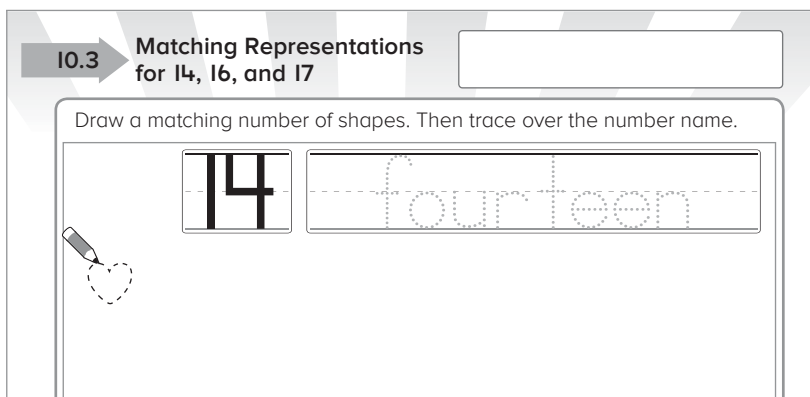
10 take 3 is 7	$8 - 2 = 6$

2 balls roll away.

$8 - 2 = \square$

**Numbers 0–20**

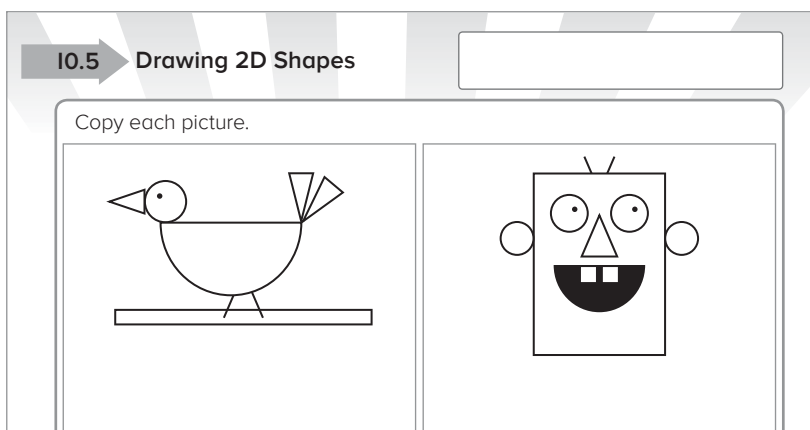
- Students begin to analyze the “teen” numbers to see that each is one group of ten and some ones.
- Teen numbers are difficult because the oral names for these numbers are not consistent with the oral names for other numbers. When we say fourteen, the word’s sound suggests that a 4 should be written first. Other number names, such as forty-seven, are easier as the oral name matches the order of the written numbers.
- Fourteen, sixteen, seventeen, eighteen, and nineteen are introduced first as these are easier to learn because students can clearly hear the ones name.
- The activities focus on drawing a picture of a teen number, saying the number name, and matching both to the numeral.



In this lesson, students learn the number names for the teen numbers.

**Geometry: 2D Shapes**

- Students develop spatial awareness through many activities as they learn to recognize shapes however they are shown, whether sideways, upside down, or some other way.
- Students see how shapes can fit together to make larger shapes, and large shapes can be broken into smaller shapes.
- Students draw and/or copy drawings of pictures composed of shapes. They describe their drawings using 2D shape names: circle, triangle, non-square rectangle, square-rectangle, and more.



In this lesson, students draw triangles, rectangles, circles, semicircles, and hexagons.

**Ideas for Home**

- Children often confuse teen numbers and decade numbers (e.g. 14 and 40). Write the numbers 13–19 and 30, 40, 50, 60, 70, 80, and 90 on small pieces of paper. Show your child a teen number and the similar decade number and clearly say one of the numbers. Ask your child to point to the number you say.
- Cut out shapes from cereal boxes (circles, semicircles, triangles, ovals, rectangles, and squares). Have your child create pictures using the shapes (e.g. a house).
- Trace around the pictures and ask your child to reassemble the picture using only the outline of the shape. Ask how they know which shapes to use.

**Glossary**

- Students count out objects to reinforce teen quantities.



8  
meatballs

14  
spaghetti

- Students use 2D shape names to describe pictures (e.g. “The cat’s tail is a triangle”).

